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This study of the adequacy of library facilities in Indiana's penal institutions was undertaken at the request of a state senate committee studying the Indiana Department of Correction. The penal libraries are judged to be inadequate and their major problems with personnel, materials, services, and physical facilities are listed. Also given are nine recommendations for improving library services in the penal institutions and a profile of each of the six fully operational institutions. Appendices include: "Library Evaluation, Eliza Hendricks School," by Georgia Goodwin; "Correctional Institution Library Survey, Outline Plan," prepared by a special Association of Hospital and Institution Libraries Committee and used by the Maryland Library Association Survey Committee 1964-1965; "Objectives and Standards for Libraries in Correctional Institutions," endorsed by the American Library Association and the American Correctional Association; a statistical summary of the survey; and the questionnaire used in the survey. (CC)

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SURVEY

OF

INDIANA CORRECTIONAL INSTITUTION LIBRARIES

Conducted By

INDIANA STATE LIBRARY

With Cooperation Of

INDIANA LIBRARY ASSOCIATION
INDIANA SCHOOL LIBRARIANS' ASSOCIATION
INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

ED025278

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August 1966

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Personally I would like to thank Mr. Robert McClarren and members of the Extension Division of the Indiana State Library who assisted in the drafting of this report. Also, a large part of the findings and recommendations were the work of the following librarians who participated in the study as representatives of the Indiana Library Association (ILA), Indiana School Librarians' Association (ISLA), Indiana State Library (ISL) and the Department of Public Instruction (DPI). Mrs, Mildred Hammer (DPI), Mrs. Grace Johnson (ISLA), Herbert Beatty (ISLA), Robert Cronkhite (ISLA), John Toth (ISLA), James Martindale (ILA), Lawrence Downey (ILA), Bruce Aldridge (ILA), Miss Abbie Heitger (ISL), Miss Ruth Davison (ISL), Edgar W. Chamberlain (ISL), and Robert R. McClarren (ISL).

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Special thanks are due Dr. Mildred Lowell, Indiana University Graduate Library School, who acted as an observer on three of the visits.

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INTRODUCTION:

The study of the conditions in the libraries in Indiana's correctional institutions was undertaken at the request of State Senator Leonard Opperman, chairman of a legislative committee studying the Indiana Department of Correction, The purpose of the study was to obtain a professional evaluation of the adequacy of library facilities in the penal institutions of the state. The request for the Indiana State Library to undertake this study was particularly appropriate in that this library is authorized to perform "services in behalf of the...institutional...libraries of the State as may be considered proper and for the best interests of the people...and the institutions of the state". (Acts 1925, Ch. 58, Sec. 6, para. f)

Realizing that the libraries in the institutions must serve several needs and desiring to have a wide professional evaluation, the State Library invited the Indiana Library Association, the Indiana School Librarians' Association and the Department of Public Instruction to join in this study. Representatives of each of these agencies participated in the study. Dr. Mildred Lowell of the Graduate Library School at Indiana University accompanied the team on three visits as an observer.

Due to the time required to prepare legislation, Senator Opperman asked for the report of this survey within 60 days or by August 1, 1966. Therefore, since the mechanics of conducting an adequate survey used up most of the allotted time, it became necessary to prepare a brief, but comprehensive and accurate summary report for Senator Opperman's committee. This report, which follows, was prepared at a meeting of the members of the visiting teams. The first part of the report is a summary of the major problems found at the institution libraries and which are generally applicable to all the libraries. The second part contains the recommendations which the team felt were the necessary steps to remedy the major problems needing immediate attention.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS:

After completing the study it is immediately evident that the libraries in Indiana's correctional institutions are wholly inadequate. However, the study group feels that the dark picture of library service found in these libraries in no way reflects upon the dedication and interest of the staff and the inmate assistants who have worked with these libraries; rather this is a reflection of the long years of neglect by the State of its responsibility to provide the resources necessary to make adequate library service possible.

On the basis of the study conducted by the Indiana State Library with the cooperation of the Department of Public Instruction, the Indiana Library Association and the Indiana School Librarians' Association the following major problems were found.

PERSONNEL

1. There is no provision for central supervision or coordination of library services at the department level.
2. No individual library has the services of a trained professional librarian, although interested officers or teachers have been assigned to the library but in only one of the six institutions is the assignment full time.
3. There has been no provision for the in-service training of the inmate assistants.

MATERIALS

1. There is little or no evidence of the selection and purchase of library materials. Collections consist almost entirely of gifts which minimize the possibility of the development of a library capable of contributing significantly to the real needs of the institution.
2. Although the shelves of all the libraries visited were full, there is a high percentage of obsolete, ephemeral, and insignificant material, frequently the discards of other libraries. Upwards of 75% of these could be discarded with a resulting improvement in the collection.
3. While the greatest need and demand in the institutional libraries is for nonfiction, the predominant material represented in the collection is fiction.

4. There is a lack of current and acceptable reference materials such as dictionaries, general encyclopedias, handbooks, etc.

5. None of the library collections contained audiovisual materials, such as films, filmstrips, records, tapes, etc.

6. In spite of the heavy demand for and use of periodicals and newspapers only a few of the libraries receive them regularly on a subscription basis and then in limited number.

SERVICES

1. The lack of professional personnel prevents the selection and use of a collection that meets the full range of the institutions' needs - the recreational needs of all the inmates, the support of the institutions' educational programs, and the professional needs of the staff.

2. There is a lack of reader guidance, - the identification of the needs of the individual and the assistance in selecting and locating the library services and resources to meet these needs.

3. Maximum use of the existing facilities is prevented by the limited hours that the libraries are open and by the restrictions on inmate movement.

4. Although attempts to organize and catalog (or "index") the individual collections were noted, the lack of professional cataloging and classification hampers the inmates' accessibility to the material in the collections.

PHYSICAL FACILITIES

1. Except at the State Farm and the Girl's School, the space for the library is physically too small, which has resulted in overcrowding, and the lack of browsing, reading, or study privileges in the library.

2. Although it varies from institution to institution generally the lighting and ventilation are substandard.

3. No provisions in space or equipment are present in the libraries for group activities such as book discussion groups, or for showing films or for listening to records.

LOCATION OF LIBRARY IN RELATION TO OTHER ACTIVITIES

The libraries are inaccessible to inmates located in outside dormitories and in other locations separated from the parent institutions such as the youth camps.

The following recommendations are suggested as steps to be taken to improve the quality of library service in Indiana's correctional institutions.

1. In developing the library program in the Department of Correction three areas of library responsibility should be recognized - the recreational needs of the inmates, the support of the educational programs of the institution, and the professional needs of the staff.

2. A professional librarian should be appointed as supervisor or coordinator of library services in the correctional institutions. Preferably this position should be established within the organizational structure of the Department of Correction; however, at the present time and as a temporary measure the function of supervision and coordination might better be performed by a new member of the staff of the Extension Division, Indiana State Library, who would be designated Institutional Library Consultant.

3. Each institution, except the Women's Prison where the inmate population warrants only a limited educational program, should have a full-time professional librarian who meets the State licensing requirements for school librarians.

4. All materials ordered or otherwise procured or made available for addition to the institutional libraries should be centrally received, cataloged, and processed.

5. A regular adequate appropriation of State funds for the specific purpose of purchasing library materials should be provided in order to establish and maintain adequate collections of materials in the correctional institutions.

6. All gift books should be collected, screened and, if approved for addition, processed at a centralized processing service.

7. The Department of Correction should adopt the Objectives and Standards for Libraries in Correctional Institutions endorsed by the American Correctional Association and the American Library Association as goals for libraries in Indiana's correctional institutions.

8. A strong professional library should be developed and located centrally with smaller collections of the most needed and most used professional materials provided at each institution.

9. Where possible there should be a relaxing of regulations which prevent the maximum use of the libraries by the inmates.

It is the conviction of those who participated in this study that adequate library service is essential if the rehabilitation of inmates i this state's correctional institutions is to be achieved, and the above nine recommendations need to be effected.

PROCEDURES OF STUDY:

The procedures used in this study were based on the Outline Plan for a Correctional Institution Library Survey developed by a special committee of the Association of Hospital and Institution Libraries of the American Library Association. We confined our remarks to the evaluation of the existing service and to general recommendations for upgrading the libraries' services. A detailed plan, to be acceptable and truly effective would have to be worked out in day to day cooperation with the Department of Correction over a period of time. Our recommendations are meant to create an atmosphere in which such plans could develop, to encourage the development of detailed plans, and to suggest the means to implement the plans developed. It should be noted however that the teams visiting the institutions discovered an urgent need to improve library service in all the correctional institutions.

An initial step in the survey was to study the literature published on correctional institution libraries and surveys conducted by other states, particularly New York State and Maryland.[1] A questionnaire was then developed to gather basic information about each institution and its library. Teams of professional librarians then visited each institution according to a schedule which had been worked out with the Department of Correction. The visits included a tour of areas of the institutions such as housing facilities, school buildings and library rooms. Book collections were examined and the library personnel were interviewed. Meetings were held with John W. Buck of the Department of Correction and key personnel in the individual institutions. The discussions at these meetings were particularly effective in achieving a mutual understanding of the purpose of the institution and the role a library should play in the achievement of that

1. These two studies are available for loan from the Indiana State Library, 140 N. Senate, Indianapolis, Indiana 46204.

purpose. After most of the visits were made, a meeting of the team members was held to discuss findings and to draft a summary report, including general recommendations, for Senator Opperman's committee. At the conclusion of the visitation schedule each team member submitted individual reports on the institutions visited and this final report is based on the information provided by the total survey.

BACKGROUND:

There are six correctional institutions in Indiana which are fully operational. They are the Indiana State Prison, the Indiana State Farm, the Indiana Reformatory, the Indiana Boy's School, the Indiana Women's Prison, and the Indiana Girl's School. A seventh, the Indiana Youth Center, is only partially operational in that not all of the planned buildings are completed and a full program is not possible. The central authority and responsibility for administration of these institutions rests with the Indiana Department of Correction which was created by the 1953 legislature. Each institution is supervised by a superintendent except the State Prison at Michigan City which has a warden. The position of the library in the organizational structure of the institution varies from one institution to another and consequently the authority and responsibility for the library are not well defined.

The libraries in the institutions were not planned, but grew out of the inmates' needs for materials and the dedication, interest, and ability of the institutions' personnel to provide for those needs. It is to the credit of the institutions' personnel that libraries, regardless of their present condition, developed at all, considering that they had no professional training or help and little to work with in terms of materials and appropriations. The institutional personnel and the professional librarians participating in the survey feel that adequate library service would contribute significantly to the rehabilitation of inmates. The essential element, which it is the state's responsibility to provide, and which has been missing for too long, is the financial means to hire competent, trained librarians; to purchase materials on a regular basis; and to provide adequate facilities and equipment to permit the growth of library service.

Historically, Indiana has been a leader in the treatment of inmates in correctional institutions. Indiana constructed the first penal institution

in the United States devoted entirely to housing and treating adult female offenders (the Women's Prison) and was the first state to provide separate facilities for male misdemeanants (the State Farm). More recently we seemed to have passed through a period of general apathy toward the treatment of inmates in our correctional institutions. Currently, the Department of Correction, taking the initiative has reviewed its operations and has outlined some plans to upgrade the Department and the institutions. Among the needs uncovered are in-service training, research in many areas of penology, and increased and more effective programs for the inmates. All of these programs will suffer if adequate, supporting library service is not provided.

PROFILES AND FINDINGS OF EACH INSTITUTION:

Although the correctional institutions vary considerably, the emphasis is generally on rehabilitation rather than strictly on confinement. A crucial role is played by the classification committees. A new inmate upon commitment is placed on quarantine for a period of 21 to 28 days, during which time a social history is prepared, a physical examination is given, a psychological report is made and school achievement is tested. On the basis of these reports, the number of openings in each program, and, wherever possible, the interest expressed by the inmate, classification and assignment is made. The types of programs offered by the institutions are governed largely by the availability of personnel, space, and material.

INDIANA STATE PRISON:

The Indiana State Prison, at Michigan City, Indiana, having an average population of 2100 is the maximum security prison in the state. The inmates range in age from 16 to 80 and the average length of stay is estimated to be six years. Approximately 275 inmates are involved in the school program with an additional 60 inmates in the vocational program, and approximately 55 are taking correspondence courses from Indiana University. The library is located in a basement room which is overcrowded and both the lighting and ventilation are substandard. The hours the library is open vary since the correctional officer responsible for the library must be used to relieve officers at other stations periodically. Eight inmates aid in maintaining the library collection and circulation procedures. The collection of approximately 10,000 volumes which is mostly fiction was practically all gifts and discards, old and largely unsuited to needs of most of the inmates. A separate reference collection (of outdated materials) is housed in a small room upstairs near the school. This collection is used primarily by the students. The library has no newspapers, periodicals, or audio-visual material and has no space for these to be used in the library. A collection

of 60 books is borrowed every three months from the Indiana State Library. No books are purchased for the library and no professional collection exists. The library in this condition is unable to meet adequately any of the needs of the inmates or staff.

INDIANA STATE FARM:

The Indiana State Farm at Putnamville has an average population of 1231 inmates over 15 years of age whose length of stay is usually less than a year the average being 124 days. The emphasis at the Farm is naturally on the upkeep of the farm, but the educational and vocational programs are not de-emphasized. Due to the short period of incarceration of the inmates, it is particularly difficult to develop an educational program and to stimulate inmate interest in it. Although the major need the library can fulfill at the State Farm is that of the inmates' recreational needs, the necessity to support the educational program and provide professional materials for the staff still exists. The library is located in the basement of the recreational building in a sizable room. The planned rearrangement of stack area and new fluorescent lights will encourage library use. Although an attempt is made to keep the books in good condition this is nearly impossible because they are old when the library receives them. A separate collection of reference materials is located in the school for student use, but consists mostly of outdated materials or used text books. The teachers try to obtain enough new and appropriate material for their classes but the use of this material is restricted to members of the class and neither the library nor the reference collection has supplementary nor supportive materials. The collection consists of 7,876 volumes, 10 periodical subscriptions and 5 regular newspapers. Most of the books could be discarded but no appropriation is available for replacement of materials. We were informed that a fairly large sum of money from the commissary funds could be used to purchase some materials

but the staff needs advice from a professional librarian in order to select the materials to be purchased.

THE INDIANA REFORMATORY:

The Indiana Reformatory is a medium security institution. The average number of inmates is 2200 ranging in age from 15 to 30 years and the average length of stay is 2 years. As in the other correctional institutions from 1/4 to 1/3 of the inmate population has less than a fifth grade education (which would classify them as functionally illiterate) and only a very small percentage could be classified as high school graduates. Therefore, a very active educational program is being offered, both formal and informal. A state accredited high school is in operation within the walls and a teacher, licensed by the Department of Public Instruction, is in charge of the library full time.

The library, located in the basement of the school building has the largest collection of books of any of the institutions, 23,454. Consequently, they have a larger number of usable titles, including some old standards. However, as with other institutions about 75% could be thrown out. The library has 44 periodical subscriptions but many are multiple copies of a few titles. They have a few newspapers but would like to receive one from each county on a regular basis. Last year only $298 was spent for all library materials to maintain this entire collection.

The room, although not unattractive, could stand improvement. There are no seats for readers for study purposes or for leisure reading. However, some might argue that there is no need for seating due to the fact that the library is open a limited number of hours and the inmates' use of the library is limited to scheduled group visits once a week. Each inmate may borrow two books and one magazine each visit. If library service was to be improved, as is being suggested, there would be a need for a browsing and study area; the physical

facilities would then be completely inadequate.

From 600 to 700 inmates are involved in the educational program, including the grade school, the high school, and the vocational training program. About 200 are taking college correspondence courses. The "extra curricular" program features such projects as a "Great Books" discussion group, a press club, and Junior Chamber of Commerce chapter. The need for a strong diversified collection of up-to-date materials housed in more accessible location and supervised by a professionally trained librarian is very great. The dependence upon gifts is needed.

BOY'S SCHOOL:

The Indiana Boy's School has approximately 650 boys in residence ranging in age from 10½ to 18. The length of stay varies from 7 to 12 months. About 425 boys attend the school which is accredited. Most of the boys are in the 7th, 8th, and 9th grade classes although the other grades are taught. A substantial vocational training program is in operation with hopes to expand it. Most of the boys are interested in auto mechanics but many lack the ability and need to be motivated to some other field but they are at the School such a short time it is difficult to stimulate them.

The library, although temporarily closed due to the construction of a new wing on the education building, has been accessible only to the students. A new location should be found which all the inmates could use, and reading should be considered as important to the rehabilitation of the boys as physical recreation. The collection which is mostly fiction is extremely out-of-date and unsuite to the interests and needs of these boys. No funds are budgeted for the purchase of library materials and as long as the library is dependent upon gifts and donations the collection will not improve and the boys will be even further isolated from the society which they are expected to rejoin shortly. The teacher

supervising the library needs the help, supervision, and direction of a professional librarian in order to perform his function effectively and economically.

THE INDIANA WOMEN'S PRISON:

Thw Women's Prison has the smallest number of inmates of any of the institutions, 130. However, they range in age from 16 to 60 and consequently their individual needs and interests vary widely too. The length of stay varies from a few months up to life sentences. Thus, the characteristics of the population change, which requires that either the programs (including library service) be flexible enough to adapt to changing demands or be able to meet all possible needs regardless of immediate demands. The latter, of course, is not economical.

The educational program offered to the inmates is rather limited compared to the larger institutions due to the relatively high cost per inmate. The institution is cooperating with teachers from Tech High School of the Indianapolis Public School System to enlarge the size and scope of the educational program by conducting both Basic Adult Education classes and selected classes of the evening school curriculum.

The library which is housed in a small cubicle on the second floor in one of the cottages has up to now been operated by one inmate and open 4 hours a week. The week the survey team made its visit a talented inmate had taken charge of the collection. She plans a needed reorganization and review of the materials and also hopes to keep the library open 5 days a week. However, she needs professional guidance to be really effective. A large adjacent room is available for transfer of the library, and prison officials have indicated a willingness to make this move.

INDIANA GIRL'S SCHOOL:

The Indiana Girl's School located at Clermont, just outside Indianapolis,

has a population of about 200 girls. The length of stay is about 6 months for new girls and varies from 9 to 12 months for returnees. The actual age range is from 12-18 so that approximately 90% of the girls are in school. The emphasis of the institution is on education and counseling, but it is extremely difficult to carry through a program of rehabilitation when the girls are only at the institution for a few months.

The library at the Girl's School was recently evaluated (January 1966, see Appendix A) as a part of a study of the educational facility by the Indiana Department of Public Instruction. As a result of the carrying out of some of those recommendations, this library is in better condition than the libraries in most of the other institutions. There is some evidence that the collection has been weeded and new equipment and materials have been added. Some new reference books, encyclopedias, etc. are on the shelves ready for use but the card catalog should be developed to help the students to other nonfiction, source material. Funds have been budgeted for the purchase of library materials and for the salary of a professional librarian. A librarian has not yet been found and consequently, the improvements mentioned have not been organized and used to contribute to overall improved library service. The library room in the school building has promising possibilities for meeting the physical needs for adequate library service. It's location is accessible to the girls and enough space is available for study and browsing.

RECOMMENDATIONS:

It is the feeling of the team of professional librarians undertaking this study that the adequacy of the library must be measured in relation to its contribution to the total program and purpose of each institution. Therefore, in looking at the whole of each institution the following needs were identified, and should be taken into consideration in the planning of improved library services. One is the recreational need of the inmate, which encompasses his need for entertainment and also his need for knowledge of the society he is expected to rejoin. A second is the need for material to support the educational programs. Not only does the inmate student need to learn from texts in the classroom situation but also he must learn the use of reference books in locating specific facts, consult volumes treating a subject in depth for reports, and gather as much information as possible to establish a new vocation. The third need is that of a professional collection. The professional staff must be aware of new developments and techniques in their respective subject fields.

PERSONNEL:

The most crucial need for the development of adequate library service in the State's correctional institutions is the need for professional library personnel. Our recommendations are two-fold. We suggest the creation of a position for a professional librarian at the department level to supervise and coordinate library activity at the institutional level. This person would also act as a consultant to the Department in library matters. We recognize the problems in establishing and staffing such a position. Therefore we recommend that a professional librarian in the extension division of the Indiana State Library be designated institutional library consultant and be charged with performing this function. This seems to be the most practical solution in view of the urgent need. This would be a temporary

measure until such a position should be established within the organizational framework of the Department of Correction.

The other suggestion concerning personnel is that professional librarians who meet the State's licensing requirements for school librarians should be secured for each of the institutions' libraries except the Women's Prison. At the Women's Prison, the population is too small and the educational program too limited at this time for a full-time professional librarian to be economical. Perhaps, inmate help under the direction of the institutional library consultant would be adequate for the time being. Later, as need warranted, an interim step might be to contract with one or more professional librarians in the Indianapolis area on a part-time basis to meet the need. In the other five institutions a full time professional librarian is necessary to meet the recreational and educational needs of the inmates. In order for the professional librarian to work with the inmate readers individually as well as organize and administer the library, he would need inmate assistants to perform the clerical routines. Therefore the efficiency and effectiveness of the operation of the library would depend to some degree on the recruitment of inmate assistants with the appropriate interests, education, and ability. They should be given continuing in-service training and should receive recognition for their service.

MATERIALS:

We also recommend that adequate sums be appropriated regularly from State funds for the purchase of library materials. To do effective work the professional personnel which have been recommended must have up- to-date and useful tools. The type of material needed is seldom found among donations, which have been the main source for each of the institutional libraries. The holdings of a library which hopes to reach the individual in

today's society consist of many media (books, pamphlets, periodicals, pictures, phonodiscs, phonotapes, films, filmstrips, etc.) and the institutional library must carefully select additions to the collection in light of the inmates' interests, needs, and abilities. Larger amounts will be necessary at first to build up the collection since over 75% of each of the present collections is useless, and substantial amounts will be needed to maintain adequate collections once they have been brought up to adequacy.

It is further recommended that materials which are ordered or otherwise made available for addition to the institutional libraries should be centrally received, cataloged, and processed. A central processing center effects economy by providing professional cataloging and processing at a cost which is less than if the individual institution provided the same quality of service and secondly by capitalizing on the larger discounts of quantity purchasing. Since the benefits of centralized processing are directly related to the professional quality of the various elements, it is further recommended that the institutions take advantage of existing processing facilities such as the processing center at Crawfordsville, Indiana, or the services of the Indiana State Library. The standardization which such a service would require of each institution would tend to upgrade the overall quality of library service.

A corollary recommendation, is that the gift books and donated discards of other libraries should be centrally collected, screened and if approved, cataloged, processed and distributed to the appropriate institutions. This recommendation and the previous one would permit the institutional librarians to work closer with the staff and inmates, increasing the positive contribution that reading has on the inmates' rehabilitation.

SERVICE

It is further suggested that each institution re-examine the security regulations which prevent the maximum use of the library by the inmates in light of the role that the library can play in rehabilitation. In addition we recommend that the Objectives and Standards for Libraries in Correctional Institutions endorsed by the American Correctional Association and the American Library Association be adopted by the Department of Correction as goals for libraries in Indiana's correctional institutions.

A final recommendation is that a strong professional library should be developed. The size and scope of the Department of Correction's programs warrant a collection of materials for staff use in the various areas of their work. This collection should be centrally located to be accessible to the largest number and to support the planned in-service training program of the Department. Small collections of the heavily used, basic materials should be provided at each of the institutions.

It has been noted by the visiting teams that certain isolated groups of inmates are unable to use the library facilities at the institutions. The major groups are those housed in dormitories outside the prison walls (State Reformatory and Prison) or are those located at the four work camps which are geographically separated from the parent institutions. Library service should be made available to all of these inmates. However, the study team feels that the means of providing library service to these groups would be better implemented by the institutional library consultant working with the Department of Correction.

APPENDIX

Library Evaluation
Eliza Hendricks School
Written and Submitted by Georgia Goodwin

That the development of a good library as a materials center is a necessity is logical to assume. There are three essential ingredients for a school library program--personnel, materials, and quarters.

The most important part of an effective library program is a trained librarian. The librarian at the girls' school must be a special person who is willing to work with the girls first using materials as a means of reaching and helping the girls. Her duties would involve the following:

1. Selection of materials with the assistance or recommendations of other staff members. Proper selection is a more critical factor in a school of this type than in any other school. There are two factors that must be carefully considered: First, to capture the interest of the girls, thus stimulatimg the desire to read; and second, to provide curriculum enrichment materials. The reading level of the students probably varies greatly. Since there has been no adequate testing program, it is difficult to know just how wide this range really is. Certainly emphasis should be placed on selecting materials with a high interest level but with low vocabulary. Selection aids for both elementary and high school materials should be used.

2. Classifying, cataloging and organizing materials. This requires training and is very time consuming. Unless the right materials can be located easily at the time they are needed, full use can not be made.

3. Providing assistance in reference and research for students. Most of these girls have had little experience in doing reference work. They will require more assistance than most students.

4. Assisting teachers in planning utilization of materials to make their teaching more effective. Since the teachers have not been accustomed to

having many resource materials, they will need a great deal of assistance also. Since the needs of this school are special and different, much ingenuity must be used.

5. Providing reading, listening, and viewing guidance for individuals both for class assignments and for recreation. This is necessary to give the girls personal, social, educational and vocational guidance. An example of what could be accomplished through reading is for these girls to experience vicariously what most students experience in real life. For an example, many of these girls have never known what a decent home life is, but they could know something about this through reading appropriate stories. The librarian will have to be very familiar with the book collection to give this type of service.

6. Encouraging self-directed learning. Since so much of the program for these girls must be individual, self-directed learning is particularly important.

7. Encouraging the habit of reading and library use--a habit not many of these girls have. Few students who have the habit of reading get into serious trouble.

8. Making use of community resources. These girls need desirable contact with the outside community. This could be an excellent public relations activity. If more people knew first hand what the staff is trying to accomplish and had an opportunity to assist by sharing their talents, slide collections, etc. instead of judging the school by what they read in the papers, the attitude of the public toward the institution would be improved. The interest aroused in the girls by this type of activity could then be transferred to related materials in the library and in their classwork.

The American Library Association Standards for School Library Programs recommend that the book collection in a school contain ten books per student

and not less than six thousand volumes.

The present book collection consists primarily of unattractive, old novels, donated rather than selected to fill specific needs. Many have fine print and are colorless and worn. The non-fiction and reference materials are practically non-existent. Less than twenty books on science were on the shelf. Since the card file (I hesitate to call it a card catalog.) consists of only author and title cards, materials on a specific subject can be found only in a "hit and miss" fashion.

An initial budget to provide a basic collection should be provided with a regular budget established so that new materials can be added to keep the collection up-to-date. The arrival of new books always generates new interest and motivates students to read.

In the Policies and Criteria For the Approval of Secondary Schools, North Central Association of Colleges and Secondary Schools, it is suggested that the library collection of books be distributed approximately in the following proportions (these are guides and not requirements):

English, excluding fiction	13%
Social studies, including History	18%
Science and Mathematics	10%
Health and Physical education	2%
Art and Music	5%
Foreign languages	1%
Vocational subjects, including Vocational Guidance, Agriculture, Home Economics, Business Education, Industrial Arts, etc	10%
General reference books (not in subject fields)	5%
Biography and Travel	16%
Fiction	20%
	100%

Although the percentage of fiction would be higher in this school than in one where the students have access to a public library for part of their recreational reading material, it is certainly not a balanced collection now.

Reference materials are essential for any school--and they are expensive.

There was a noticeable lack of vocational material in both book and pamphlet form.

Some materials from the Traveling Libraries Section of the Indiana State Library may be available for use in the library. Robert McClarren, the Director of the Indiana State Library, will make a report on what can be provided through this source.

A vertical file containing pictures, clippings, and pamphlets shouls be set up.

Back files of magazines should be maintained. The number of periodicals at the present time is inadequate. Covers need to be provided for current issues. An Abridged Reader's Guide to Periodical Literature would make the back issues a valuable reference source. At least one newspaper should be available.

Audiovisual materials and equipment are essential to any materials program. However, the recommendation has been made that an evaluation of this phase of the program be made by the Division of Audiovisual and Television Instruction, so no recommendations are included in this report for audiovisual. Individual listening and viewing facilities and materials would be most helpful.

The use of paperback books should be encouraged. Students with a meager background in reading will read a paperback when they avoid the same title in a library binding. These girls need the experience of owning books. Paperbacks might even be used as incentive for good behavior or as a reward for service.

Library supplies are essential for making materials attractive, for circulation, and for organization so materials can be easily located. Already printed catalog cards should be provided when available. Plastic jackets can make an older, drab book look new. Other items such as plastic

spray, an electric pencil and transfer paper for lettering the spines, manila folders, book pockets, book cards, bland catalog cards, library paste, etc. must be purchased.

The quarters contain adequate space as a reading room. The appearance would be greatly improved if the shelves were painted a light color. At the present time they are the most conspicuous item in the room. They look both "war surplus" and like an institution. The furniture is not attractive. These items are minor compared with the need for personnel and materials.

If these inadequacies are corrected, it will be possible to develop a top-notch program. Students who have never known what it means to be a good citizen can have the experience of being library assistants and find out it is pleasant to be of service to others. Good attitudes toward books and learning can be developed by the pleasant association and atmosphere of a good library. Provisions to open the library for some use outside of school hours should be made. Student reading clubs, discussion groups, and other promotional activities could be provided by an imaginative librarian. Displays concerning library materials, not only in the library but in other parts of the school, would certainly arouse the girls' interest in many subjects.

Without a trained, well-qualified, imaginative librarian, an acceptable library program is almost impossible. Unless this person is regularly employed at the school, none of the duties listed in this report could be performed satisfactorily. Selection of materials and guidance in their utilization require not only library training but also a knowledge of the curriculum and the needs of the students and teachers--and these are different in this school than in any other school library.

That a library program is seldom any better than the librarian who

plans and implements it is especially true in this school where girls are at a crossroads. They will either become contributing members of society or permanent liabilities of society.

The group of librarians who have made this evaluation appreciated the opportunity of visiting the school and the courtesies shown them by the superintendent, the principal, the school staff, and the girls. If there is any way that the staff of the Division of School Libraries and Teaching Materials can be of assistance in improving the library situation at the Eliza Hendricks School, they are most anxious to do so.

CORRECTIONAL INSTITUTION

LIBRARY SURVEY

Outline Plan

Prepared by

Special AHIL Committee to Develop Plans for a Survey and Demonstration of State Correctional Institution Libraries

and Used by

The Maryland Library Association Survey Committee 1964-1965

Note: A revision of this outline plan is scheduled for publication by the Association of Hospital and Institution Libraries, 50 East Huron Street, Chicago, Illinois 60611.

Special Association of Hospital and Institution Libraries Committee (American Library Association) to Develop Plans for a Survey and Demonstration of State Correctional Institution Libraries:

Mr. Charles J. Eckenrode, Superintendent, Education and Vocational Training, Washington 25, D. C.
Miss Isabel Lynch, Head of Extension Department, Enoch Pratt Public Library, Baltimore, Maryland
Miss Nettie B. Taylor, Director, Maryland State Division of Library Extension, Baltimore, Maryland
Mr. Ray Trautman, Professor, Columbia University School of Library Science, New York, New York
Miss Marion H. Vedder, New York State Library, Albany, New York, Chairman

The University of the State of New York
The State Education Department
THE NEW YORK STATE LIBRARY
LIBRARY EXTENSION DIVISION
Albany 12224

SURVEY OF STATE CORRECTIONAL INSTITUTIONS

Purpose or Objective of Survey:

To present an over-all plan for the development of library service in State adult correctional institutions, based on the most economical and practical means of achieving the quality and extent of library service set forth in "Objectives and Standards for Library in Correctional Institutions".

To define and incorporate into the plan the respective responsibilities of the individual institution for library service and those of the State correctional agency, the State Library and/or the State library extension agency, and local public libraries.

Scope of the Survey:

The survey will include a study of the library resources and services of the State Department of Correction and of each correctional institution under its jurisdiction.

It will evaluate the present status of these library services and resources.

It will make recommendations for both immediate and long-range plans for library programs in each correctional institution, and in the Department of Correction. The recommendations should take into consideration the existence of other State and/or local library resources and the contribution these might make to correctional institution library services.

General Procedures for Setting Up and Conducting the Survey:

The study should be conducted under the sponsorship of the State Department of Correction and/or the State Library agency. Official support and cooperation of the State correctional agency are essential.

The study should be made by a team of librarians, knowledgeable and experienced in public and school library work, augmented as desirable by qualified personnel from education and other related professions.

The team should seek information on the rehabilitative program and activities of the Department of Correction and of each institution and should determine the actual and potential role of the library in serving the needs of the institution programs and the individual needs and interests of the institution population.

The State correctional agency should make arrangement for visits of the survey team to each institution and should facilitate conferences with appropriate personnel.

The survey team should examine all aspects of the library, using the Outline for a Correctional Institution Library Survey and Objectives and Standards for Libraries in Correctional Institutions.

They should know what other library resources are/or might be available to the correctional institution library programs.

A full report of findings and recommendations for the correctional library program as a whole should be made to the head of the State Correctional agency and

arrangements should be made for a discussion of the report with him and appropriate members of his staff. (See Correctional Institution Libraries: Outline of Survey Report)

OUTLINE FOR A CORRECTIONAL INSTITUTION LIBRARY SURVEY

I. Background information

A. Characteristics of inmates

1. Age groupings
2. Average lengths of stay
3. Educational backgrounds (including number of functional illiterates)
4. Occupations represented by those with college training

B. Program for inmates

1. Classification and processing upon commitment
2. Daily time schedule for inmates
   a. Work assignments
   b. Educational and vocational assignments
   c. Allowance for other activities (e.g. sports, library use, etc.)
3. Miscellaneous activities
   a. Visiting privileges
   b. Weekend and holiday schedules
   c. Work Release projects
4. Privileges
   a. Receipt of letters and reading materials
   b. Evening free time before lights out

C. Administration and staff (total number of staff)

1. Organization chart
2. Professional categories represented (e.g, educators, medical officers psychiatrists, chaplains, vocational instructors, etc.)
3. Community relations and volunteer services

II. Library Program - General

A. Library personnel (full and part time)

1. Number
2. Qualifications
3. Status (staff, inmate, volunteer, etc.)
4. Selection procedure
5. Library duties and responsibilities
6. Non-library responsibilities, if any
7. Staff training or in-service training programs

B. Books and related materials

1. Source (purchase, gift, etc.)
2. Selection policies
3. Quantity
   a. Books (including paperbounds)
   b. Periodical subscriptions
   c. Records and other audio-visual materials
   d. Pamphlets, pictures, etc.
4. Maintenance (additions and discards, repairs)
5. Quality (currency, coverage, reference materials, physical appearanc
6. Arrangement and organizational scheme (classification, card indexes, displays)

C. Physical facilities

1. Total space (square feet) of library area
   a. Reader areas
   b. Work or staff room
   c. Supplies and storage
   d. Other (office, listening rooms, etc.)

2. Shelving, furniture and equipment (e.g. study tables, book trucks, service desks, microfilm readers, vertical files, etc.)
3. Appearance, condition, lighting, attractive features, furniture layout, ventilation, etc.

D. Location and availability
1. Relation of location to classrooms, recreational facilities, traffic patterns
2. Hours of service - day, evening, weekend, holiday
3. Regulations governing inmate use (frequency, length of stay, freedom of access)
4. Incentives to use

E. Services to users
1. Reader's advisory
2. Reference and information
3. Book discussion groups, lectures, film programs, etc.
4. Inter-library loans
5. Publicity - posters, booklists, news releases
6. Liaison with and support to related programs
7. Auxiliary activities
   a. Service to restricted areas (e.g. infirmary, isolated cells, etc.)
   b. Circulation system (provision for reserves, renewals, recovery of overdues, losses and damages)
   c. Records of use - attendance, circulation statistics, reference questions, etc.

III. Library Program - Institutional Staff

A. Books and related materials (in addition to general library)

B. Physical facilities (if separately maintained)

C. Reader's service (in addition to general library program)

D. Budget (if separate)

IV. Administrative and budgetary support

A. Annual record of expenditures for books and related materials

1. Books (including paperbounds)

2. Magazine subscriptions

3. Other

B. Annual expenditures for other operating expenses

1. Library supplies

2. Repair and binding

3. Postage

4. Staff travel, etc.

5. Other

C. Institutional resources (printing, carpentry work, office supplies, etc.)

V. Extra-institutional resources

A. Public or other library service

B. Volunteer services

C. Local educational and recreational agencies

CORRECTIONAL INSTITUTION LIBRARIES

OUTLINE OF SURVEY REPORT

The report should cover these general aspects but not necessarily in the exact order or form outlined.

I. Institution - character of institution, population, staff, location, etc.

II. Status of library and library services in each institution and in the State Department of Correction.

III. Relationship of available outside resources to library (current and/or potential).

IV. Comparison of library w/standards.

V. Immediate first steps and long-range program for library development.

VI. Recommended library personnel and resources in State Correction Agency. Recommended relationship and use of other resources available to institution library program.

VII. Recommended budget for staff, books, services, etc. for library demonstration in one institution (if this is included in immediate first steps).

VIII. Recommended budget for first two years of a state-wide plan for correctional institution libraries (initial steps).

IX. Estimated state-wide budget for 1970 when complete program for institution libraries should be in effect.

OBJECTIVES AND STANDARDS FOR LIBRARIES IN CORRECTIONAL INSTITUTIONS*

Prepared by

Committee on Institution Libraries

of the

American Correctional Association

MARION H. VEDDER, Chairman**

TO support, broaden, and strengthen the institution's total rehabilitation program by providing appropriate library materials in an attractive library setting, with library staff adequate for directing planned programs to encourage and facilitate maximum use of the materials.

Specifically, the library shares in common with other units or divisions of the institution the responsibility for educational, social, and vocational training of people committed to the institution. In carrying out this function, the library program:

1. **provides vocational information**
2. **enlarges social and reading backgrounds**
3. **develops reading as a satisfying leisure-time activity, a therapeutic release from strain, and a positive aid in substituting new interests for undesirable attitudes**
4. **prepares the individual, through his own efforts, for release and post-prison life.**

The institution library carries out these objectives and functions by providing:

1. **informal adult education through guidance, counseling, and planned reading courses geared to the needs and abilities of each individual**
2. **materials supplementary to the work of and useful to the psychologist, the educational program, and all other divisions and staff members of the institution to whom library resources in and outside of the institution may be of value**
3. **contacts with good library service which will accustom the individual to library usage as an essential in post-institution life.**

ACCESS

Regular library hours should be maintained (desirably 10 hours daily) where staff is sufficient.

Weekend, holiday, and evening hours are highly desirable.

Inmates should have adequate opportunity to select their own books and read in the library.

Teachers, or other staff members, should be able to use the library as a laboratory when the schedule permits and the lessons indicate this method desirable.

Isolated groups who cannot visit the library at least once a week should receive book cart service or have access to a branch library.

LIBRARY SERVICES

Factors which influence character, quality, and extent of services:

Institution program and policies.

Type of inmates and their particular needs and interests.

Degree of cooperation—within the institution among both professional and nonprofessional staff
—with other libraries, state and local.

Size and quality of the library collection and organization of materials.

Library staff (number and qualifications).

Adequacy of library budget.

Library location, layout, and size.

SERVICES PROVIDED SHOULD INCLUDE:

Reader guidance:

The librarian should devote a major part of time to reader guidance for:

Those referred by a staff member.

Those who request it individually.

Those who are observed to need it but who do not themselves recognize the need.

Information and reference service:

Should be available to each inmate.

Should be available to staff (telephone service if needed).

If information is not available in the library collection, librarian should seek this information from the State Library or some other large or specialized library.

Inter-library loan service:

Librarian should obtain by request from the State Library, or other large library, materials needed but not available at the institution.

Booklists and bibliographic information:

Prepared for specific needs.

Secured from other sources.

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*Approved by the Association of Hospital and Institution Libraries of the American Library Association, January 29, 1962, and by the Board of Directors of the American Correctional Association, February 9.

**The following members of the Committee cooperated: Miss Genevieve Casey, president of the Association of Hospital and Institution Libraries of the American Library Association, and Michigan State Librarian, Lansing, Mich.; Price Chenault, Director of Education, New York State Dept. of Correction, Albany; Miss Mary R. Cochran, New Richmond, Ohio, former chairman of Committee on Libraries in State Institutions of the Ohio Library Assn.; C. J. Eckenrode, president of Correctional Education Assn., and superintendent, Vocational Education and Training, Bureau of Prisons, Washington, D. C.; Raymond Embree, chairman, Committee on Libraries in State Institutions of Ohio Library Assn., and Ross County District Library Director, Chillicothe, O.; Mrs. Betty Flynn, Chief of Book Services, Division of Library Extension, Dept. of Education, Boston, Mass.; David Kantor, former Librarian, California State Prison at Folsom, now Head of Extension for the Volusia County Public Library, Daytona Beach, Fla.; Miss Margaret M. Kinney, chairman of Standards Committee of Assn. of Hospital and Institution Libraries of American Library Assn., and chief librarian, U. S. Veterans Administration Hospital, Bronx, N. Y.; Miss Alma Lundeen, institutional library consultant, Illinois State Library, Springfield, Ill.; Miss Eleanor Phinney, executive secretary, Assn. of Hospital and Institution Libraries, American Library Assn., Chicago, Ill.; Miss Helen Price, past president of Assn. of Hospital and Institution Libraries, American Library Assn., and medical librarian of U. S. Veterans Administration Hospital, Topeka, Kan.; and L. E. Wormley, departmental supervisor of education, California Dept. of Corrections, and past president of Correctional Education Assn., Sacramento, Calif.

Reprinted from the July-August, 1962, AMERICAN JOURNAL OF CORRECTION

Recreational reading:

1. Selected in accordance with written book selection policy of the institution.
2. In sufficient quantity and variety for all tastes, levels of reading.
3. Available to everyone, in the library and in cells or dormitories.

Educational reading:

To supplement and support formal education and the aims and the treatment programs of the institution.

For informal self-education and self-improvement of any inmate.

Discussion groups:

Materials—based discussion groups, such as Great Books, American Heritage, and other "library" oriented discussions, should be sponsored by the library with staff and "outside" assistance as needed or desirable.

Listening groups:

Recordings of music or the spoken word should be regarded as appropriate for library-sponsored programs when library facilities are adequate.

Exhibits and publicity:

The librarian should prepare appropriate exhibits to accompany films and other programs in education and other departments.

Exhibit space within the library should be continuously used and frequently changed to keep in touch with important events, trends, seasons.

Special library projects such as the promotion of National Library Week attention to the many values of libraries in general and to the institution library in particular.

Posters within the library and throughout the institution should attract interest in library services, new books, and other materials.

Book marks should be designed to have interest, serve a useful purpose, and be made readily available.

Optimum use should be made of the institution paper in publicizing the library and its materials to both inmates and staff.

Whenever possible, there should be library exhibits and news notes *outside* the institution to create greater understanding and interest.

Attractive and readable brochures on how to use the library as well as interesting facts about the library should be available.

LIBRARY MATERIALS

For the inmate library, current book titles and duplicates of the most popular titles, replacements of the useful older standard titles, up-to-date reference material, wide variety of current periodicals, representative newspapers, pamphlets, pictures, recordings, films (unless the latter are the responsibility of another department).

For the staff, books, journals, pamphlets at varying levels for professional information and advancement, covering all aspects of the institution program.

Principles in selection:

Rehabilitation, with all its implications, is a most important part of the over-all correction institution program. The library has a positive role to play in this process and should provide only those materials which have positive value, whether they be for wholesome recreation, accurate, up-to-date information, inspiration, or esthetic and cultural development. Material which is suitable in content, make-up, and reading level should be available to all of the institution population and should support the total institution program. Omission of books which will not support the institution program and philosophy constitutes good selection, not undesirable censorship.

There should be a written statement of book selection policy which is approved by the administrative and educational staff for the guidance of the librarian who is responsible for selection. Purchase suggestions by all staff and inmates should be encouraged, with the understanding that the librarian must make the final selection. Approval of book orders should rest with the warden or with a staff member delegated by the warden.

Gift books should be carefully weeded and only those titles added to the collection which conform to the book selection policy.

Textbooks and audio-visual materials are not the direct responsibility of the librarian. Programs using films and records, however, should be closely related to the library collection and program through cooperative planning by staff members.

Size of collection:

A collection within an institution should never be less than 6,000[1] well-selected volumes with at least 10 books per inmate. Institutions which have large groups of long-term prisoners should provide a minimum of 15-20 volumes per inmate. The collection will normally be reduced by at least 10 per cent each year from obsolescence, wear, and loss. This requires a comparable replacement schedule.

Each correctional institution should have access to a general library collection of at least 100,000 volumes for reference and inter-library loan service. This general library may be the State Library or a local public library.

Annual additions:

These should be at the rate of one current book per inmate, minimum.

Budget:

For current books: one book per inmate at current cost (e.g., an institution population of 1,000 will require a current book budget of $3,000 if average cost of a book is $3.00).

For replacement and binding: add 35 per cent of estimated cost of current books.

For periodicals and newspapers: plan for a variety to support the institution program and meet inmates' interests—75-125 titles are desirable.

For other materials: budget for pamphlets, pictures, recordings, and films according to use in the institution program. Allow for rental and postage.

Staff library:

A basic collection of standard and recent books and journals in all areas related to the correctional institution programs should provide 500-1,000 volumes and 25-50 journals.

A minimum of $500 annually is recommended to maintain this library adequately.

(Continued on Next Page)

[1] An exception may be made for a very small institution such as a camp or prison farm. Here there should be a small reference collection, supplemented by frequently changed books from a bookmobile, public library, or the State Library.

STAFF

Place in organization:

Library staff should be a part of the education and treatment programs, responsible to the Superintendent or Associate Warden in charge of Treatment, where there are such treatment positions. In institutions where such titles do not exist, the library staff should be under the Director or Supervisor of Education. Where there is a Director of Education, the librarian position should be at a grade level equivalent to that of Supervisor of Education. Where the Supervisor of Education is the top educational person, the librarian position should be equivalent to Senior or Supervising Teacher. Although the library should be coordinated with the education program, its services to both staff and inmate population must of necessity extend beyond those of the usual school library; therefore, there should be a clear line of communication and authority between the librarian and top administrative staff.

Number of staff[2]:

For institution with population up to 1,000 inmates:
1 professionally trained librarian

For institution with population 1,000-2,000 inmates:
1 professionally trained librarian
1 correctional officer

For institution with population from 2,000-3,500 inmates:
1 professionally trained librarian
1 correctional officer
1 library technician or senior clerk

For institution with population over 3,500 inmates:
1 professionally trained librarian
1 professionally trained assistant librarian
1 correctional officer
1 library technician or senior clerk

Qualifications:

A well-trained, qualified librarian is a valuable member of the treatment team. He should have a knowledge and understanding of the over-all philosophy of treatment, of the programs and activities of other departments, of ways in which library materials and services can enrich these programs, and of the potentialities for treatment in the librarian's relationship with individual inmates in purposeful counseling with books or other library materials.

The librarian should be a college graduate with a degree from an approved library school. Courses in adult education, sociology, psychology, and criminology are recommended. It is desirable that a correctional librarian have at least one year's experience in a public, school, or college library, including some experience in administration and reader guidance, before entering the correctional library field. In-service training in institutions which have a trained supervising librarian is also desirable.

The civilian assistant to the librarian may be designated as a correctional officer, library technician, or senior clerk. Persons with college degrees should be encouraged to secure professional library training. Trainee programs, stipends and scholarships, opportunity for promotion, are highly important in the field of correctional librarianship. Small or specialized units, such as camps or diagnostic centers, may find it satisfactory to have library services provided by a large library. They may be a branch of a larger correctional institution, or have branch or bookmobile service provided by a large public or state library.

[2]For each professionally trained librarian there should be a minimum of one full-time clerical person (or part-time equivalent).

Duties of the librarian (administrative, professional, technical, and educational):

The librarian should:
1. direct library policy and programming
2. prepare the library budget
3. plan library services for the entire institution population
4. select and evaluate library materials
5. direct the acquisition and organization of all library materials
6. devote a large proportion of time to book counseling and reader guidance
7. train and supervise inmate library assistants
8. maintain an active role in in-service training of the institution civilian staff
9. give instruction in the use of the library
10. plan library quarters
11. make reports of library progress and use
12. plan and supervise library publicity
13. maintain and supervise reference and interlibrary loan service
14. assist education and other staff members with library materials to enrich their programs
15. assist all staff in efforts to qualify for professional advancement
16. keep informed of new developments in the library and correctional fields by professional reading, participation in state and national professional organizations, and attendance at conferences
17. prepare job descriptions and specifications for library positions: professional, clerical, and inmate assistants.

Duties of assistant librarian:

Responsible under the general direction of the librarian for assigned phases of library administration and services.
Acts for the librarian in his absence.
Under the general direction of the librarian, supervises the work of clerical and inmate assistants.

Duties of correctional officer (library)

1. maintain discipline
2. supervise daily interview line outside librarian's office
3. operate exit checkpoint at library door
4. organize and manage system of lost book retrieval
5. serve as direct and immediate contact for custodial necessities.

Duties of library technician or senior clerk:

1. type all confidential reports and correspondence
2. assist in training and supervision of inmate assistants
3. supervise and proof all catalog filing
4. supervise receiving and checking of all acquisitions of books and equipment
5. assist in maintaining discipline in absence of correctional officer.

Inmate library assistants:

Classification Committee should select inmates for library assignments who meet specifications for the jobs.

Librarian should give each inmate brief, intensive training in library routines. There should be a proba-

tionary period in which the librarian evaluates the aptitude and performance of the inmate in the library assignment.

Credit should be given on an inmate's prison record for initiative and accomplishment. Appropriate duties which inmate assistants may perform, include:

1. typing correspondence, reports, catalog cards
2. preparing orders and requests
3. checking over-due books and sending notices
4. charging books
5. filing cards
6. checking orders
7. taking inventory
8. keeping records
9. processing books and other materials
10. maintaining the collection and quarters in good order
11. assisting in preparation of exhibits

LIBRARY QUARTERS

Location factors:

Accessibility to school
Accessibility to those not in schools
Accessibility to outdoor recreation facilities
Accessibility to personnel
Accessible with minimum supervision at all times including evenings and weekends

Space factors:

Number of books
(See Library Materials—*Size of collection*)
Determining book space
15 volumes per square foot of floor space
24 volumes of fiction per 3 ft. shelf
15 volumes of nonfiction per 3 ft. shelf

Standards for book shelving:

Width—3 ft.
Depth—8", 10", and 12"
Heights—
Wall type—6' 10" (6 shelves)
5' 6" (4 shelves)
Aisle type (double faced)
5' 6" (4 shelves)
3' 6" (2 shelves)
Shelves should be adjustable and the base shelf should be sloping for easier reading of titles.

Reader space
Provide seats for no less than 5 per cent of population
Allow 35 sq. ft. per reader

Additional rooms:

Work room
Location—adjacent to the library control center and to librarian's office
Size—100 sq. ft. per worker
(do not underestimate number of workers)
Librarian's office
Location—accessible to the work room with provision for supervision of both library and work room but with provision for quietness for concentrated work and privacy for conferences with readers and staff
Size—minimum of 120 sq. ft.
Conference room
Location—accessible to librarian's office for supervision
Size—depends on use. This room may be combined with librarian's office with provision to shut it off when desired.
Staff library
Location—desirable to have it accessible to librarian's office for administration but most important that it be easily accessible to staff. Possible to combine with conference room.
Size—provide for 500-1,000 books and 25-50 journals (15 volumes per 1 sq. ft.)
minimum readers—6 (35 sq. ft. per reader)
Lavatory
For use of library staff and accessible to librarian's office

Light, heat, ventilation, acoustics:

Minimum light—70 foot candles
Controlled, even temperature
Radiators placed with shelving requirements in mind
Humidity between 56-60 per cent
Good ventilation, with air conditioning in warm climates
Acoustic tile on ceiling and upper walls
Floor covering that is resilient but durable (linoleum, rubber tile, or some comparable covering)

Furniture and equipment:

Seek the advice of one or more reputable library equipment manufacturers and experienced librarians.
Too much furniture can be as great a problem as too little.

Library supplies:

Consult several library supply house catalogs.
Purchase in quantities to effect savings but rarely more than one year's supply.

STATISTICAL SUMMARY DEMONSTRATING INADEQUACY OF CORRECTIONAL INSTITUTION LIBRARIES

	INDIANA STATE PRISON	INDIANA STATE FARM	INDIANA REFORMATORY	INDIANA BOY'S SCHOOL	INDIANA WOMEN'S PRISON	INDIANA GIRL'S SCHOOL
I. GENERAL						
Average Total Population	2100	1231	2200	650	130	200
Age Range	16-80	15-over	15-30	10½-18	16-60	12-18
Average Length of Stay	6 yrs.	124 days	2 yrs.	7-12 mos.	2-14 yrs.	6 mos. new 9-12 mos. returnees
II. EDUCATIONAL PROGRAM						
Special	Not Available	Not Available	Not Available	18-20	17	A few in Sp. Instruction
Elementary	0	0	150-220	Not Available	0	0
High School	270-5	98 enrolled	200-250	425	25	90% (about 180)
College Correspondence	55	Not Available	100	0	5	0
Vocational: Beauty & Barber, etc.	60	Not Available	250	Not Available	20	Not Available
Informal: Great Books, Press Club, Debate, etc.	Not Available	Very Little	More activities than other institutions	Mostly physical rather than intellectual	0	Very little

(Cont. next page)

	INDIANA STATE PRISON	INDIANA STATE FARM	INDIANA REFORMATORY	INDIANA BOY'S SCHOOL	INDIANA WOMEN'S PRISON	INDIANA GIRL'S SCHOOL
III. LIBRARY PROGRAM						
Personnel-Staff	1	0	1	1	0	1 (Position vacant)
Personnel-Inmate Asst.	8	6	12	Few Older Boys	1	Student Assistants
Collection - No. of Vols.	10,000	7076	23,454	4000	4000	3500
A-V Material	0	0	0	0	0	Some Provided by School
Periodical Subscription	0	10	44 (25 Titles)	0	0	25
Newspaper Subscription	0	5	0	0	0	0
Physical facilities:						
No. Sq. Feet	2000	4766	1955	2000	80	Adequate
No. Seats for Readers	0	30≠	0	Not Available	0	Adequate

ED/ISL
8/1966

Name of institution _____
Name of person answering the questionnaire _____
Date _____

QUESTIONNAIRE FOR PRELIMINARY SURVEY OF CORRECTIONAL INSTITUTION LIBRARIES IN INDIANA

Purpose: In preparation for actual visits to the various Correctional Institutions by a team of professional librarians it is desirable to acquaint team members with some aspects of the library programs at the Institutions. A second purpose is to gather a few basic statistics to be used in the survey report. This questionnaire has been developed to facilitate these purposes and to acquaint the Institution Officials with the general scope of the survey. The questionnaire is based upon the Outline Plan for a Correctional Institution Library Survey developed by the Association of Hospital and Institutional Libraries.

I. Background information
   A. Characteristics of Inmates
      1. Average number of inmates _____
      2. Age range of inmates _____
      3. Average length of stay _____
      4. Educational Background _____
         a. Percent of inmates with less than 5th grade education? _____%
         b. Percent of inmates with more than a 5th grade education but with less than a high school diploma? _____%
         c. Percent of inmates with only a high school diploma? _____%
         d. Percent of inmates with at least some college? _____%

   B. 1. Program for inmates: please describe a daily time schedule for a typical inmate. (e.g. work assignments, educational and vocational training assignments and other activities, such as sports, library use, etc.)

_____

_____

_____

2. Miscellaneous activities
   a. Visiting privileges? Yes_____ No_____
   b. Weekend and holiday schedules? _____

_____

   c. Work Release projects? Yes_____ No_____

3. Privileges:
   a. Receipt of letters and reading materials? Yes_____ No_____
   b. Amount of evening free time before lights out? _____

C. Administration and Staff
   1. Total number of Staff? _____
   2. Organization chart (Include copy of)
   3. List professional categories represented. (e.g. educators, medical officers, psychiatrists, chaplains, etc.)

_____, _____, _____, _____

   4. List Community relations activities and volunteer services. _____

_____

II. Library Program - General
   A. Library Personnel
      1. Number? full time _____ part-time _____
      2. Status (staff, inmate, volunteer, etc.)? _____

_____

      3. Qualifications? _____

_____

      4. How selected? _____

_____

      5. Library duties and responsibilities? _____

_____

      6. Non-library duties and responsibilities? _____

_____

      7. Are there any staff training or in-service training programs? Yes_____ No_____

   B. Books and related materials
      1. Quantity:

TYPE OF MAT'L	PRESENT COLLECTION	ANNUAL ADDITIONS
a. books	_____	_____
b. periodical subscriptions	_____	_____
c. records, tapes	_____	_____
d. films & filmstrips	_____	_____
e. pamphlets, pictures, etc.	_____	_____

5. Arrangement and Organization
   a. Classification (Dewey, L.C., other) _____
   b. Catalog or card index to materials Yes_____ No_____

C. Physical facilities
   1. Total space of library area _____sq. ft.
      a. Reader's areas _____sq. ft.
      b. Work or staff room _____sq. ft.
      c. Supplies and storage _____sq. ft.
      d. Other (Office, listening rooms etc.)
      _____ _____sq. ft.
      _____ _____sq. ft.

      e. Can additional space be acquired if the library's services are expanded No_____ Yes_____

      if yes, describe _____

      _____

   2. Equipment
      a. shelving? _____lin. ft.
      b. study tables? _____
      c. book trucks? _____
      d. service desks? _____
      e. micro-film readers? _____
      f. vertical files? _____
      g. other
      _____ _____
      _____ _____

D. Accessibility
   1. Hours of service
      a. weekday _____
      b. evening _____
      c. weekend _____
      d. holiday _____

   2. Library use
      a. Who may use the library? _____

      _____

      b. When may they use it? _____

      _____

      c. How often may they use it? _____

      _____

      d. How long may they use it at a time? _____

      _____

3. If the library were open more hours on evenings and on weekends, would the inmates make greater use of it? Yes_____ No_____

If No, why? _____

_____

III. Library Program - Institutional Staff

A. For materials specifically needed by the staff, where are they obtained? (purchase, inter-library loan, etc.) _____

_____

B. Are such materials housed separately? Yes_____ No_____

C. Are any special reader's services made available to the staff? Yes_____ No_____

D. Is there a separate budget for such materials? Yes_____ No_____

IV. Relation of the library to the educational program.

A. Does the library play a role in supporting the institution's educational program? Yes_____ No_____

If yes, describe _____

_____

B. To what degree are the teachers or those responsible for the educational program involved in the operation and use of the library? (e.g. by or through regular meetings, etc.) _____

_____

V. Administrative and Budgetary support

A. Is there an annual record of expenditures for books and related materials? Yes_____ No_____

B. What are the annual expenditures for other operating expenses?

1. Personnel $_____
2. Library supplies $_____
3. Repair and binding $_____
4. Postage $_____
5. Staff travel $_____
6. Other $_____

C. Are there institutional resources of which the library may take advantage? (e.g. bindery, print shop, etc.) _____

_____